

DEAF MUTES' JOURNAL.

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"There are more men ennobled by reading than by nature."

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Teaching Music to the Deaf.

JOHN REDFIELD, IN THE SCIENTIFIC AMERICAN, FORMER
LECTURER ON PHYSICS OF MUSIC COLUMBIA UNIVERSITY.

If you were deaf, "deaf as a post," would you want to study music? And, if you should do so, would the study of it have any value for you? You probably think not; but, if so, you are mistaken on both counts.

pure air into the lungs and pushed the impure air out, but always involuntarily, doing their work just as well asleep as awake. When they are called upon for voluntary action, as in speech, they act sluggishly. Deaf children are therefore given exercises in quick and slow breathing, and in "packing" the lungs—short, repeated inhalations without exhalation until the lungs are "packed."

The uvula, too, needs attention. All a deaf person's life the uvula, that little point of flesh which you can see in a mirror,

lack of speech—that speech is a function of hearing. Logically, perhaps the methods of improving the hearing should have been presented with a preparation for the methods by which speech is taught. But, undoubtedly, the steps for the improvement of hearing will be the more highly appreciated if it is understood that better hearing is not only an end in itself but a means also toward the acquisition of speech.

It must be kept in mind again that, while there are some persons entirely without any sense of hearing most persons spoken of as "totally deaf" are merely *very* deaf, and can hear *some* if the sound be sufficiently loud. There are usually some remnants of hearing still left, and upon these remnants educators of the deaf base their aural instruction. And it is at just this point that music, especially band music, fits into the education of the deaf.

It does not require a very great stretch of the imagination to understand that, if you were very deaf, hearing would be precisely one of the most delightful of experiences. And music, if it is sufficiently loud—as loud, say as band music—can be heard more or less by most deaf persons. And even those without a remnant of hearing can feel loud sound pulsations tactually, although they do not hear them. If you have been near a sixteen-inch gun at the moment of firing, you may have felt the beating of the air against your body. In like manner, if you are quite near a bass drum that is being beaten very loudly, you may feel the air faintly pulsing against your skin in time with the beating of the drum.

The deaf, lacking hearing, depend more than other people upon their other senses, which become correspondingly more acute, and they are thus able to receive tactual impressions from much fainter sound pulsations than can persons of normal hearing. Of all band instruments it is the pulsations of the drums, especially of the bass drum, which are most distinctly felt by the very deaf and that they mostly enjoy playing. However, a person entirely without hearing thoroughly enjoys playing not only the drums but the tuba or a tenor or alto horn.

THEY ALL WANT TO DRUM

In teaching music to the deaf it is with the drums that the instruction begins. Of the 233 boys in the New York Institution for the Deaf, 233 of them would be in the drum corps if the matter were left to themselves—and I suspect the 136 girls would be glad to join them. The teachers of these boys and girls report that it is difficult to keep them from drumming, anywhere, at any time, with anything they can get their hands on—sticks, knives and forks, pencils, fingers, or what not. They enjoy the rhythm tactually even though they may not be able to hear it.

After they have gained some proficiency on drums and have thereby developed their sense of rhythm, the more expert are transferred to bugles, forming a drum and bugle corps. Such buglers as are entirely without hearing must learn to produce the four notes of the bugle scale, g, c, e and g, wholly through the muscular sense of tension of the lips without any recourse to the sense of hearing. Mr. Isaac Gardner, principal of the Institution, states that a boy totally deaf can learn to play the bugle "acceptably." One can imagine he might not be able to give an artistic rendition on a state occasion to such a masterpiece of sublime simplicity a "Taps." The surprising thing is that they learn to day well enough for ordinary field work—which they do.

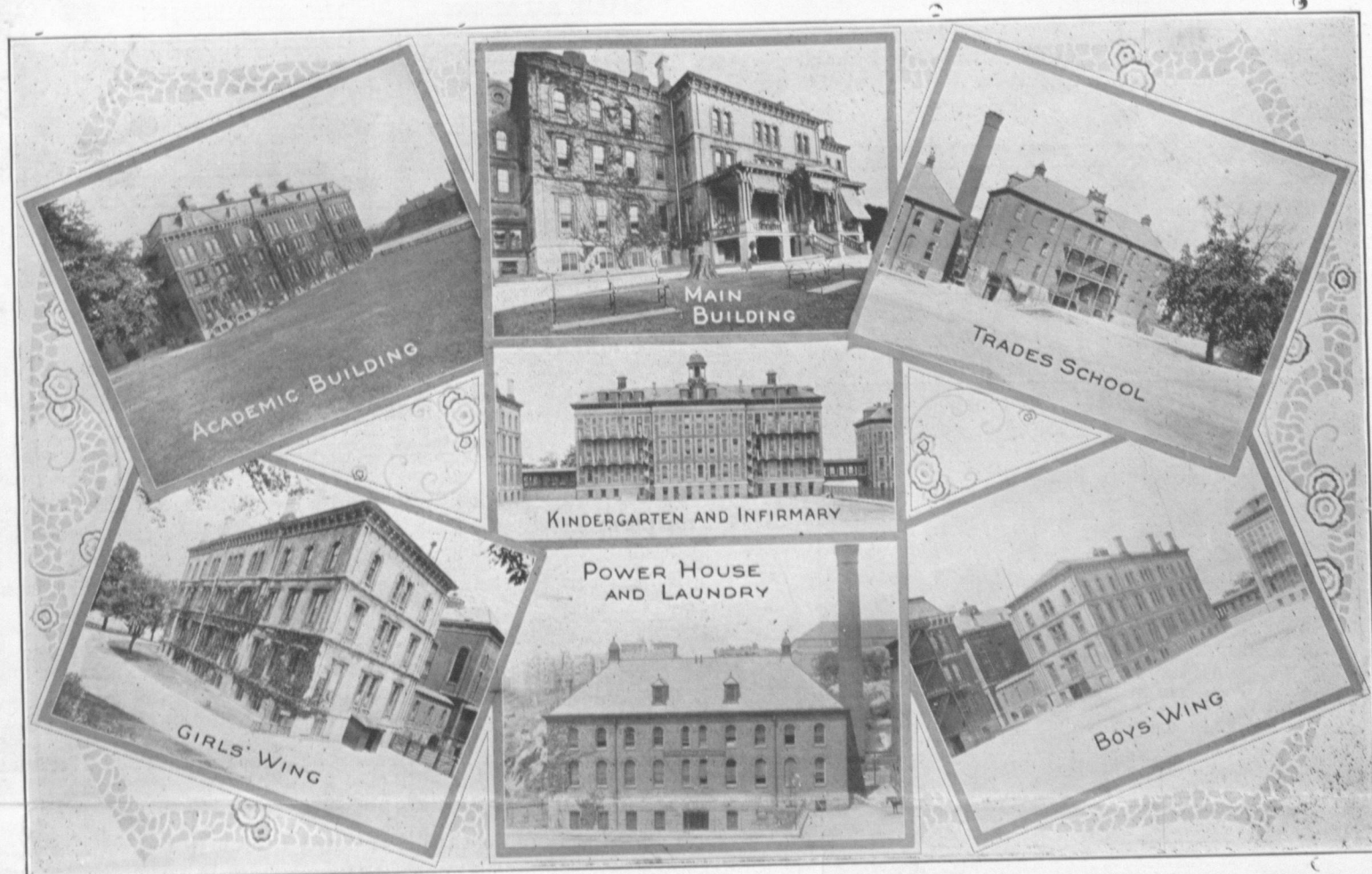
Proficiency having been attained on the bugle, the more skillful are shifted to the valve instruments. The only new thing to be learned is the fingering, and this is a simple matter. The most skillful players of all are put on the melody instruments—the cornets and trombones. Valve trombones are used almost exclusively, although at present they have one slide trombone played by a boy whose hearing is distinctly above that of the others. Clarinets, according to their band instructor, are difficult for them to play in tune and are suitable only to players with fairly good hearing.

The degree of skill attainable on the melody instruments depends almost entirely upon the amount of hearing still remaining. The solo cornet player of the present band has, on the left side of his head, no opening whatever from the outside air to the middle or inner ear. But his right ear tests 60 per-cent good on the audiometer. The writer's ears tested 95 percent for the left ear and 85 percent for the right. An average of 75 percent for both ears is considered necessary to follow an ordinary conversation without lip reading. The average hearing of the whole band for both ears is 49 percent.

Pitch is at first a great mystery to the children. They sometimes get the impression that a musical note means a word, and they often confuse the terms "high" and "low" with the ideas "soft" and "loud." Ask a totally deaf player of the alto horn, for example, to play a sustained open tone *diminuendo* from loud to soft and he is almost certain to drop, in the middle of the sustained tone, to the next lower open tone of the instrument. The explanation of this may, however, lie in his failure to distinguish between a diminution of wind pressure and a decrease of lip tension, rather than from a misunderstanding of the distinction between "soft" and "loud." At any rate, it is a bit beyond them at present to play *piano*.

Of what use is music in the education of the deaf? As yet we have noted only the enjoyment it affords them; and this, it might be contended, is not education. But the pleasure it affords is not

(Continued on fourth page.)



The New York Institution for the Deaf

If you are on the sunny side of 20, playing in a band would afford you greater pleasure than anything else you could do. Such, at least, is the experience of students in the New York City. Your misapprehension arises from a lack of understanding of what deafness really is.

Most deaf persons, even those "totally deaf," can hear, although not very much. There are a few, it is true, who can not hear at all. But their number is small, and even these can receive sense impressions from sounds, although not through the sense of hearing. With their fingers on the piano, for example, they can, through the sense of touch, feel the piano vibrating. Or they can feel against their skin the atmospheric pulsation caused by the beating of a bass drum, just as you have, through your feet, felt the ground trembling when a train passed.

But this is an entirely different sensation than that of hearing, and should not be called hearing. Persons whose sense of hearing is entirely gone do not *hear* the piano through their fingers, careless statements to the contrary notwithstanding. They merely feel it tactually.

Most persons called "totally deaf" are not entirely without the sense of hearing. They simply do not hear very much. And these can receive sense impressions from sounds both through the sense of touch and, to a slight degree, through actual hearing. They may hear so badly that they have never heard either their own voice or the voice of anyone else, but they might still be able to hear faintly a very loud sound such as thunder, the firing of a near-by gun, or perhaps even the playing of a band very close at hand.

Educating the deaf involves two processes that are unnecessary with other people: their hearing must be improved as much as possible, and they must be taught the things they have failed to learn through lack of hearing, the most important of which is speech.

Most of the processes involved in speech occur behind the lips. The totally deaf miss all this. What the lips do they can see, and by close attention they quite readily become astonishingly proficient in lip reading. But what happens behind the lips they entirely miss, being unable either to see or hear it. As a result, the soft palate, the tongue, and the throat muscles become stiff and awkward from disuse, just as the fingers of an adult who at mature age first attempts to play the piano are found to be "all thumbs."

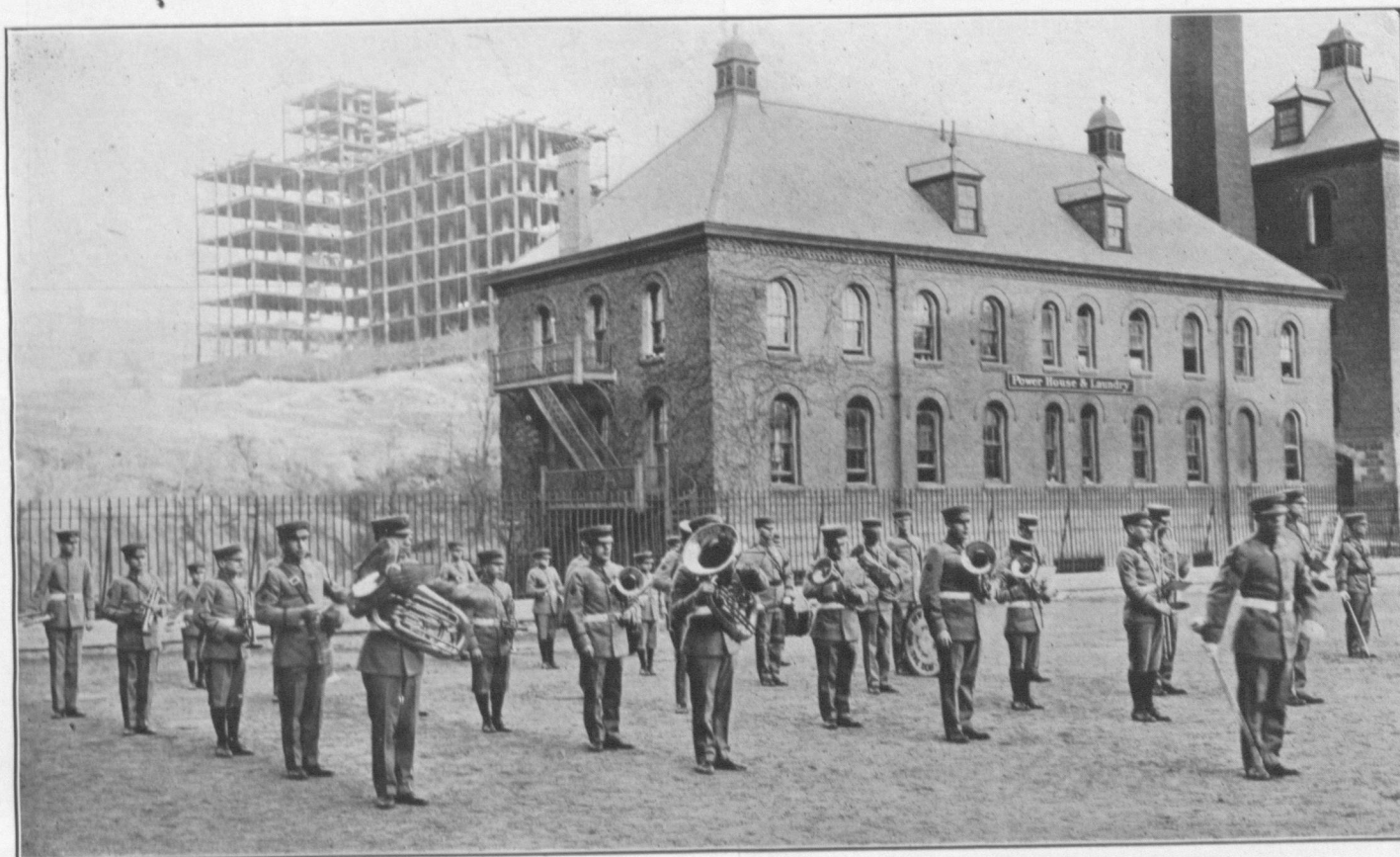
The first step in teaching the deaf to speak is that of limbering up the muscles involved in speech and getting voluntary control of them. It must be remembered that the person who has never attempted to speak has made little voluntary use, for example, of the muscles employed in breathing. These muscles have pulled

hanging far back of the roof of the mouth, has hung low behind the mouth cavity instead of being drawn up to let the sound out as with a person of normal hearing. To remedy this, yawning exercises are given; and one authority states that "the value of this of this exercise can not be overrated." Until the uvula has been raised to a position approximately normal, the vocal efforts are obscure, guttural and unpleasant.

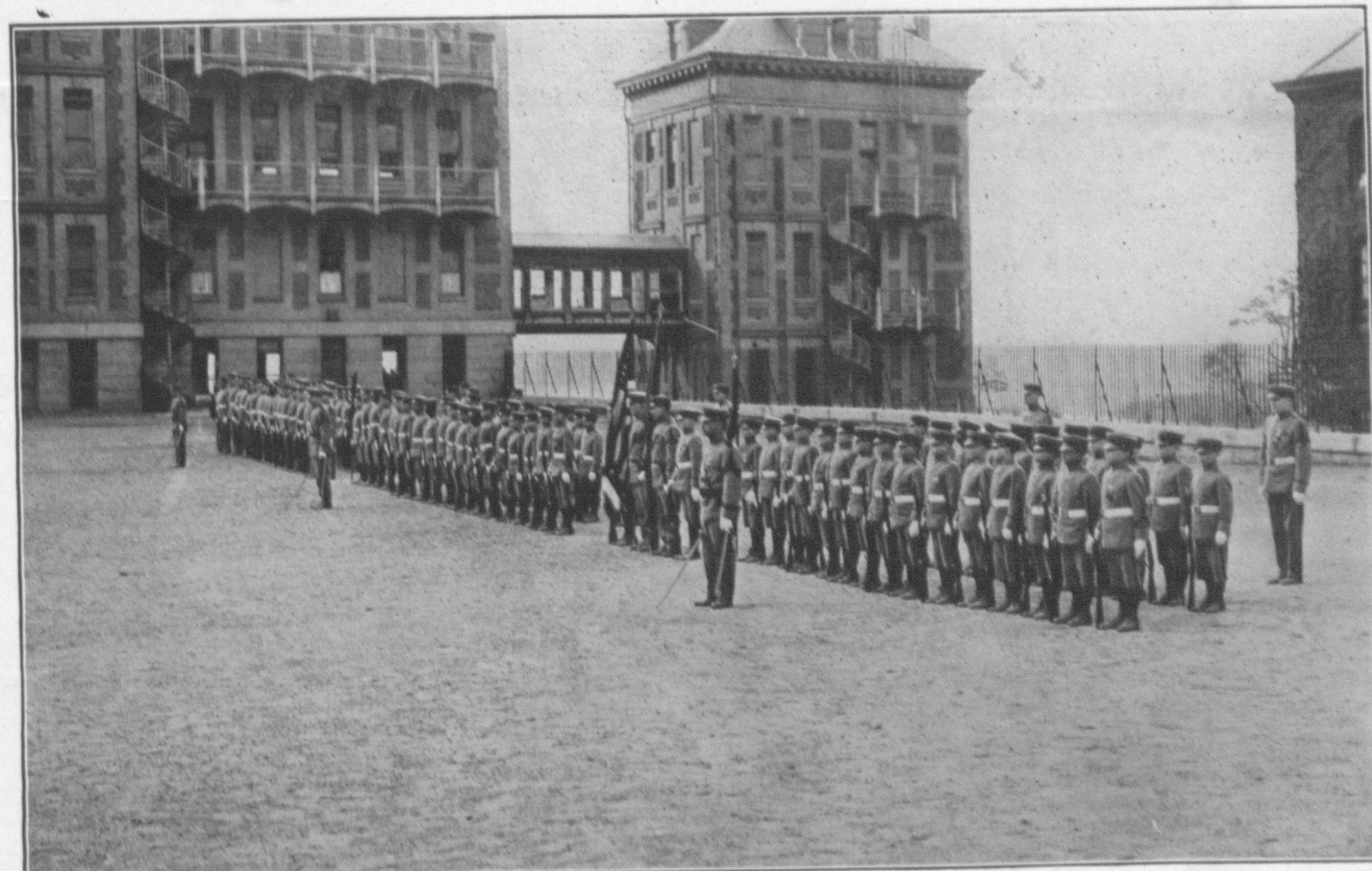
The tongue is a still more unruly member for the deaf than for the hearing person. One would think that the use of the tongue for mastication would have taught voluntary control of it, exercises are given in tongue gymnastics: extending it out and appear to have very little control of their tongues. To acquire it, exercises are given in tongue gymnastics: extending it out and down as far as possible, touching the corners of the mouth rapidly, rolling the tip of the tongue around the lips of the widely opened mouth, and grooving and extending the tongue.

Finally, the vocal cords are brought into the use for the production of vowel and consonant sounds and their combination into words. Of course the niceties of inflection and the rhythm of speech are almost impossible for a totally of deaf person to attain.

These details about the teaching of speech have been given to produce a realization of the fact that a lack of hearing implies a



The Band and Field Music



The Battalion

Deaf-Mutes' Journal.

NEW YORK, JUNE 16, 1927.

EDWIN A. HODGSON, Editor

THE DEAF-MUTES' JOURNAL (published by the New York Institution for the Instruction of the Deaf and Dumb, at 99 Fort Washington Avenue and corner West 161st Street), is issued every Thursday; it is the best paper for deaf-mutes published; it contains the latest news and correspondence; the best writers contribute to it.

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Station M, New York City.

"He's true to God who's true to man:
Wherever wrong is done
To the humblest and the weakest
'Neath the all-beholding sun,
That wrong is also done to us,
And they are slaves most base,
Whose love of right is for themselves,
And not for all the race."

Commencement Day at Fanwood.

AT three o'clock in the afternoon of Tuesday, June 14th, in the presence of a large assemblage of visitors, the New York Institution for the Instruction of the Deaf and Dumb held its One Hundred and Ninth Commencement Exercises. The following was the program of the day:

CLASS MOTTO "Courage"

(Flag Day Ceremony)

1. Prayer.
11. Address by the President of the Institution.
111. Exercises by the pupils, conducted by the Principal.

1. Salutatory Address and Graduating Essay, Lucy Tichenor.

Ladies and Gentlemen: It has fallen to my lot to greet you this afternoon in behalf of the Graduating Class.

We believe that you will see many things here today that will please you, and perhaps surprise you.

This school, as you will see, takes deaf children and educates them, trains them in some useful occupation, and fits them for a useful place in the community.

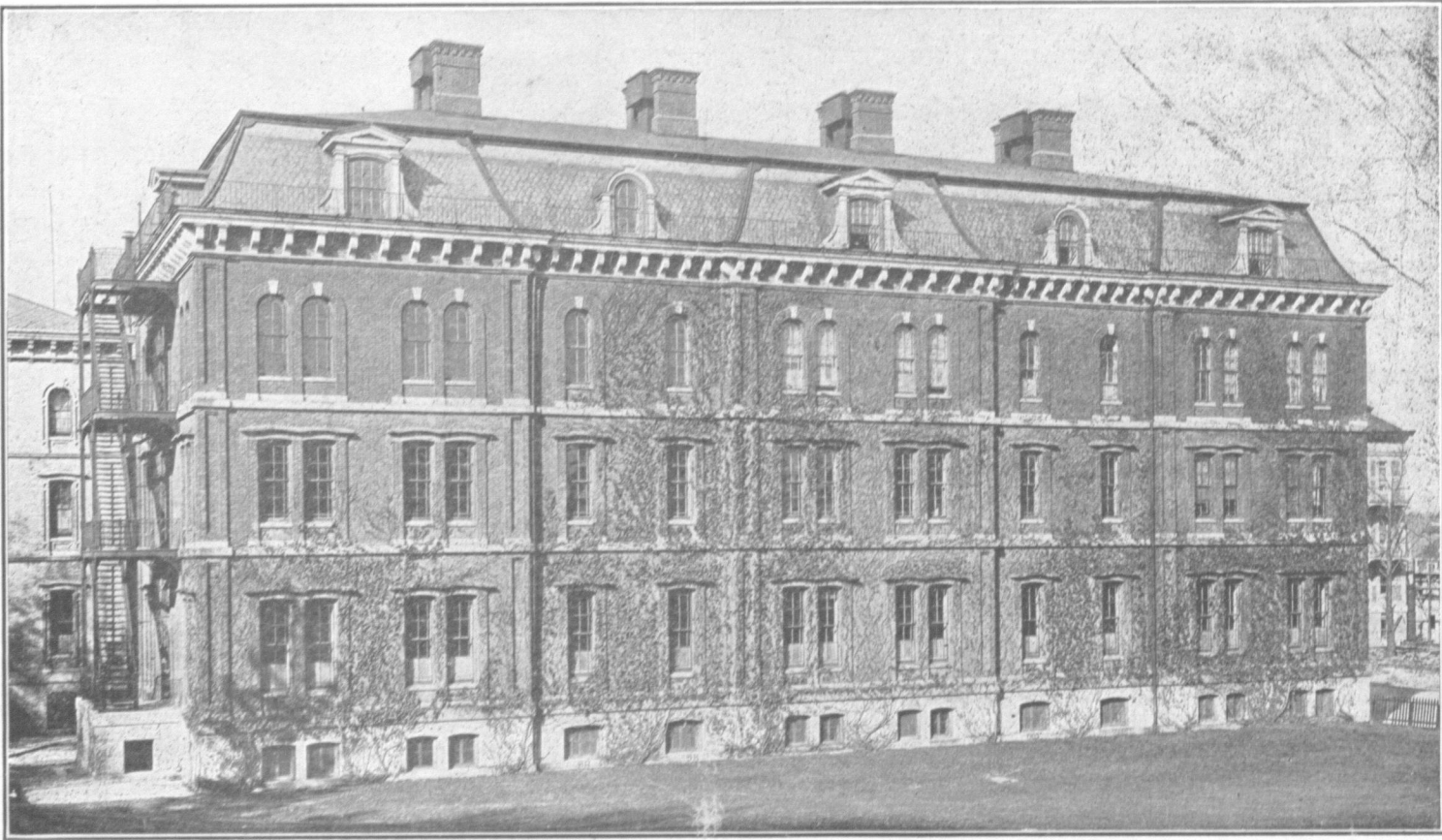
We come as children, we leave as young men and women with an education and training that prepares us for citizenship. The program of exercises will permit you to judge how far the school succeeds in its efforts. Again I extend to all a joyous welcome.

THE HEROIC AGE.

History tells us of an heroic age, when men were heroes and women were something midway between saints and Amazons. Brave knights went afield to meet terrible dragons. They accomplished wonderful deeds. The fair ladies beamed upon them and honored their mighty conflicts. Those must have been glorious times, though the performances read too much like fiction.

Every age has had its heroes, but we like best to think of the glorious Florence Nightingale, and of the noble Father Damien among the lepers. Wars have had their great leaders, but the valiant Red Cross nurses in war and in peace alike merit our respect and sincere affection.

In our day, and quite recently, we read of some heroic deeds. What is more grand than the heroic attempt of Nungesser and Coli, the French aviators, to fly from France to America. And even though they failed, is not their attempt true heroism? Though we know not what has become of them, yet we honor their brave and novel effort. And what are we to feel for the quiet and gentle Lindbergh going up in the air alone, and trusting himself into the hands of an uncharted element. That was great, and all the more so that it followed a failure on the part of others. Nor must we



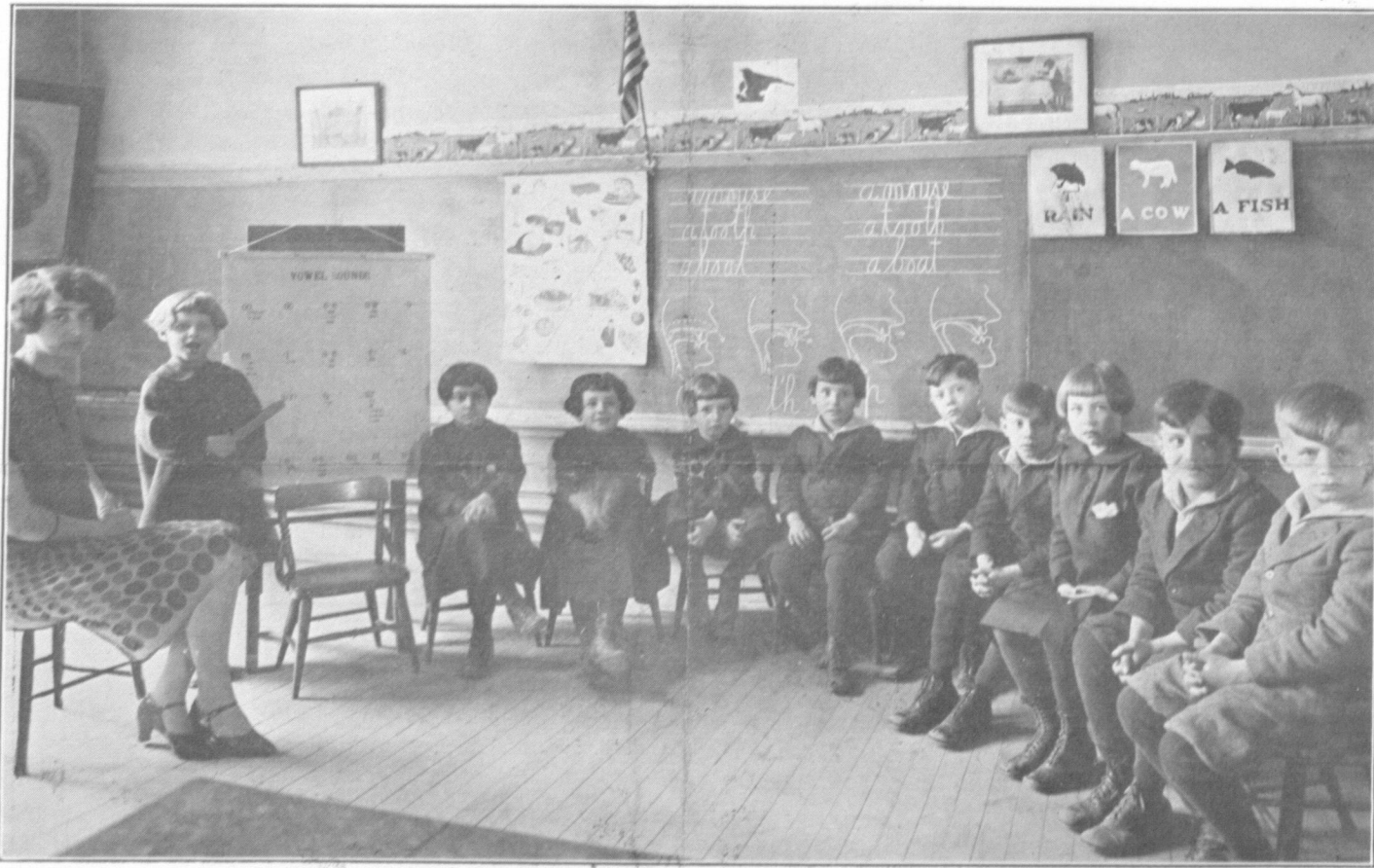
Academic Building—150 x 50 feet.

forget Chamberlin and his wonderful trip through the air. Those are our heroes and they deserve all the praise they are receiving.

But there are many other heroes of whom we rarely hear. There are the untiring physicians ministering to the sick in body; there are the ministers raising up the spirit of discouraged souls and renewing their faith; there are quiet, unassuming teachers, who from day to day, go about nerve-racking tasks; most recent of all are scientists like Dr. Zingher dying while seeking a treatment for scarlet fever.

And so on, so many who are true heroes—mute and inglorious—and yet performing services to the glory of God and the benefit of mankind. Thus it appears that the age of heroes is not altogether past. Rather, it is always with us; and points clearly to the power, the strength, the humanity of mankind—the noblest work of God.

4. Rhythmic Voice Culture, Conducted by Miss Berry.
 - a. Recognizing and expressing note values with the feet. (Quarter, eighth, dotted eighth and sixteenth, half, whole, triplet.)
A study in dynamics and phrasing conducted by a pupil.
 - b. Exercise for tone control—too, toh, tah.
Song: "Oh! It is a Fine Thing to Sing."
5. Military Exhibition by the Cadets. Instructor, Major Van Tassel; Assistant, Captain Altenderfer; Instructor, Band Leader Lieutenant Edwards.
 - a. Waltz—"Marjorie".....Loos
 - b. Overture—"Bright Star".....Bennett
 - c. March—"Step Lively".....WendlandManual of Arms.
 - a. "California March".....De Ville
 - b. "Thunderer".....SouzaSetting-up Exercise.



A Kindergarten Class

2. Fashion Show.
 - a. Periods between 1720 and 1927.
 - b. Hats and costumes made by wearers.
 - c. Hats and school uniforms made by wearers.
3. Kindergarten and Primary Exercises.
 - a. AN INDIAN CAMP
EPISODES
 1. Salutation to the Sun.
 2. Imporing for Clear Skies.
 3. The Braves Leave for the Hunt.
 4. Camp Activities. The Squaws.
 5. The Return from the Hunt.
 6. War Dance.
 7. A Visiting Chief. Exchange of Gifts.
 8. Blanket Dance by Visiting Braves.
 9. The Peace Pipe.
 10. Sunset.
 - b. Swedish Drill.
 - c. Second Year Lesson in Acrobatics.
 - d. Gymnastic Stunts.
 1. Toe to Forehead.
 2. Human Log.
 3. Knee Balance Pick.
 4. One Arm Dip.
 5. The Knee Touch Dip.
 6. Hand Balance Pick-up.
4. Art Work with the Deaf. Conducted by Miss Carroll.
7. Presentation of Gymnasium Work. Conducted by Mrs. Voorhees and Lieutenant Lux.
 1. Floor Work by Small Boys.
 2. Toss and Catch Ball by Intermediate Girls.
 3. Advanced Boys.
 - a. Swedish Drill.
 - b. Second Year Lesson in Acrobatics.
 - c. Gymnastic Stunts.
 1. Toe to Forehead.
 2. Human Log.
 3. Knee Balance Pick.
 4. One Arm Dip.
 5. The Knee Touch Dip.
 6. Hand Balance Pick-up.
 4. Daffodil Dance by Advanced Girls.

8. Graduating Essay with Valedictory Address, James Garrick.

10. Report on the Annual Examination, by the Chairman of the Committee on Instruction.

11. Distribution of Diplomas, Certificates, and Prizes.

12. "America," recited in signs by the Choir and sung by the audience.

My country 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died!
Land of the Pilgrims' pride!
From every mountain side
Let freedom ring.

My native country, thee,
Land of the noble free—
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills,
Like that above.

Our fathers' God! to thee,
Author of liberty,
To thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by thy might,
Great God, our King.

13. Benediction.

TAPS.

GRADUATES

Diploma for High Class Course.

LUCY TICHENOR ESTHER ROSENGREEN
FRANK HEINTZ JAMES GARRICK
GEORGE LYNCH

Diploma for Supplementary Course.

MARIE BALASSONI ISIDORE FELDMAN
FREDERICK HOFFMAN FREDERICK N. McLELLAN
DAVID RETZKER SOLOMON WENTNICK

Diploma for Grammar Course.

MABEL WOOD JOHN KOSTYK
LEWIS BAYARSKY BENJAMIN SESTILE
HYMAN RUBENSTEIN WILLIAM A. KAHN
WILLIAM WYATT PATRICK PREVETE

Certificate for Term Attendance.

CHARLES DOLENSKY JAMES GOODHOPE
SELMA LESSER

TRADES SCHOOLS.

Prizes for Embroidery were given to Flora Christopher and Esther Rosengreen.

Prizes for Shirtmaking were awarded to Marie Balasasoni and Dorothy Brandt.

Prizes for Dressmaking were awarded to Lucy Tichenor and Mabel Wood.

The Prizes for Plain Sewing be awarded to Tillie Newman and Alice Gates.

The prizes for Millinery—Lucy Tichenor and Madeline Kauth.

The prizes for proficiency in Cooking were awarded to Lucy Tichenor, Flora Christopher. Honorable Mention—Dorothy Brandt.

The prize for proficiency in Housekeeping was awarded to Esther Rosengreen.

The the prize for proficiency in Household Economics was awarded to Edith Kaercher.

The prizes for speed and accuracy in Typesetting, punctuality and good conduct during the year, originality and taste in job work, and general knowledge of printing, were awarded as follows:—

First Grade—David Retzker; Second Grade, Perry Schwing; Third Grade, Felix Kowalewski; Fourth Grade, Albert Nahoun.

The prizes for press work were awarded to James Garrick and Herbert Carroll.

The prize for Marked Improvement and Good Conduct was awarded to Milton M. Koplowitz.

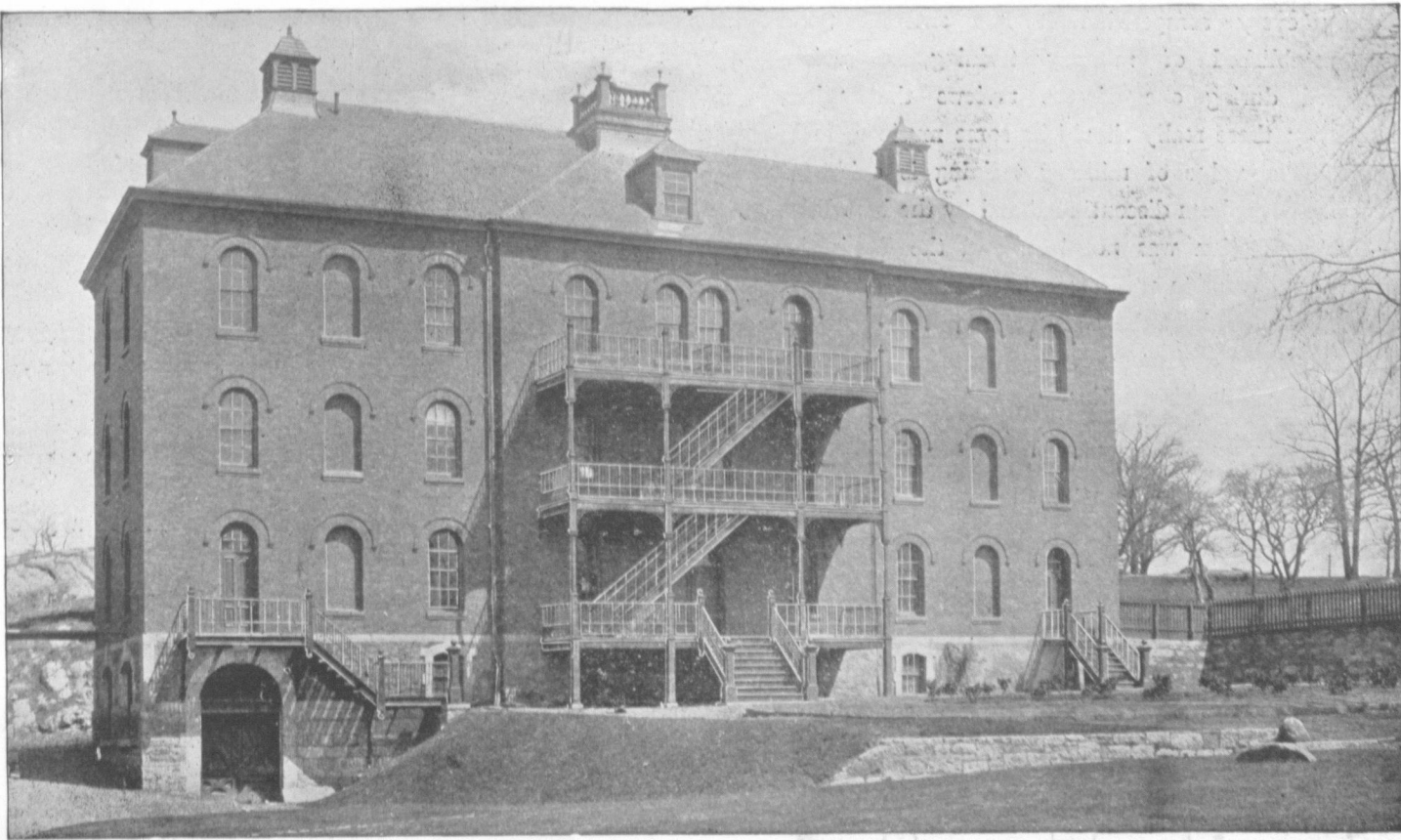
The prize for General Excellence and Linotype Operation was awarded to James Garrick.



A Montessori Class



A Junior Primary Class



The Trade School Building—100 x 30 feet.



General View of Printing Office

Prizes were given to the pupils of each division for proficiency in their respective trade, *viz.* :—

CARPENTERS (Morning Division): 1st Prize, Isidore Feldman; 2d Prize, Harry Neudel; 3d Prize, Benj. Sestile.

(Afternoon Division)—1st Prize, Fredrick N. McLellan; 2d Prize, Frank Scofield; 3d Prize, Alexander Ovary.

HOUSE PAINTING, GLAZING AND SIGN WRITING, were given (Morning Division)—1st Prize, Philip Glass, 2d Prize, William Wyatt; 3d Prize, Edward Mikulica.

(Afternoon Division)—1st Prize Leopold Port; 2d Prize, Wm. Kahn; 3d Prize, Harry Fein.

The prize for proficiency in Baking was awarded to Otto Johnson.

From the interest from the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the

Department of Art :—

Artist Prize—Fred Hoffman.

Applied Design—Girls' Advanced—Flora Christoffer; Second Group—Anna Rohlfing; Third Group (beginners)—Dorothy Brandt.

Linoleum Engraving—Design—Frederick McLellan, Herbert J. Carroll.

Best Art Work—Intermediate Group—Edward Banis.

Best Primary Work—William Haviluk.

The Archibald D. Russell Gold Medals, for the highest proficiency in the School of the Soldier were awarded to Cadet Geo. Salamanda "A" Company; Cadet Ben Tellis "B" Company; Cadet William Stupfer, "C" Company.

The Principal's Gold Medal for the Best Drill Officer was awarded to Cadet Captain Geo. Lynch.

The General George Moore Smith Medals, for Marked Excellence in the Military Drill, were awarded Cadets James Goodhope and George Whitman, "A" Company; Cadets Oscar Benison and Louis Pacifico, "B" Company; William Haveluk and Angelo Demicco, "C" Company.

The medal for General Excellence in Field Music was awarded to Cadet Drum Major Frank Heintz.

The Singer Memorial Prize, for excellence in the Band, was awarded to Cadet Sergeant Otto Johnson.

The Alphabet Athletic Association Club Prize, for the best all-around athlete, was awarded to Frank Heintz.

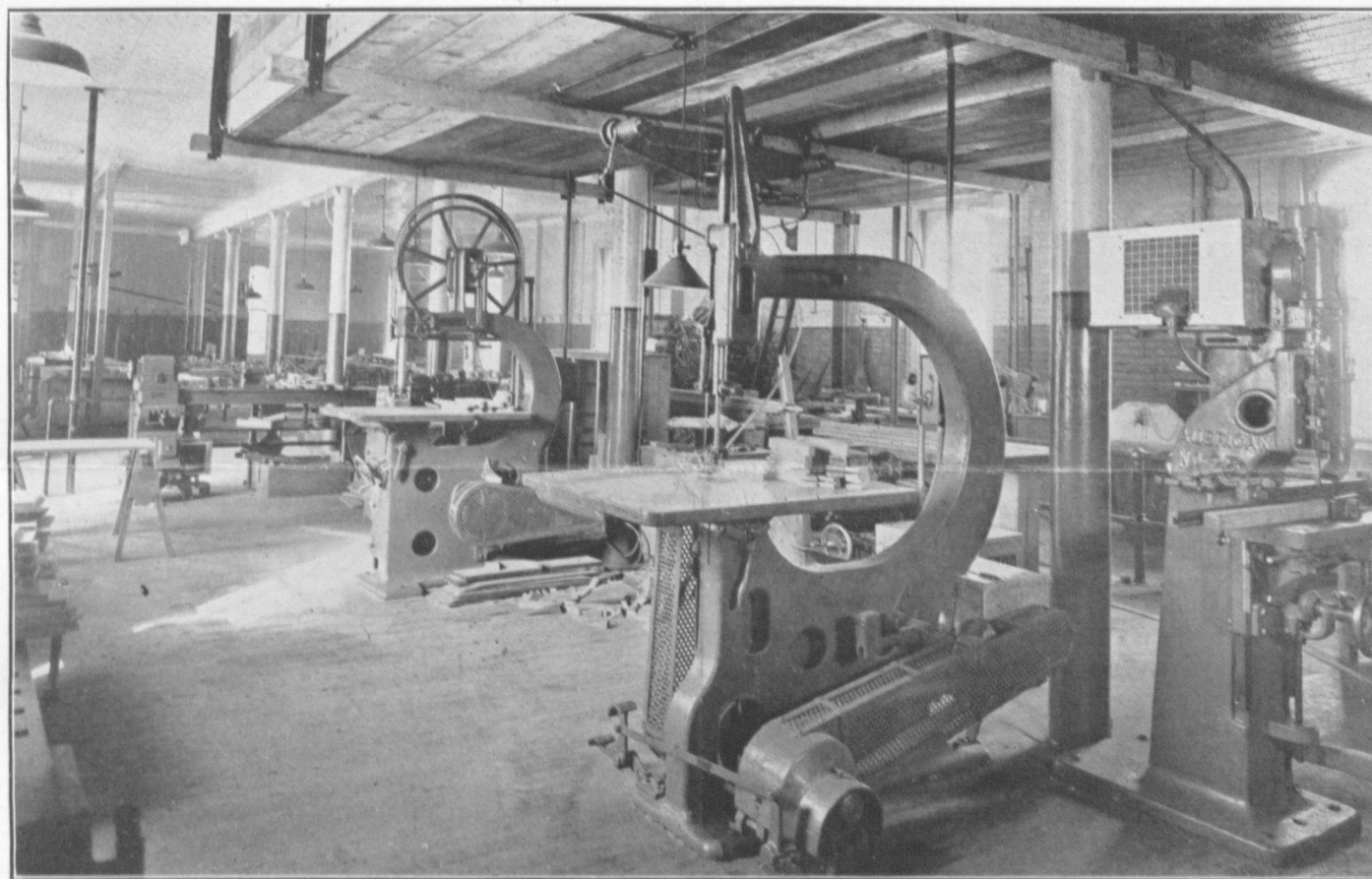
Agreeably to the provisions of the bequest made to the Institution by the late Maria DeWitt Jesup, the following beneficiaries were named as proper subjects for the award :—

Marie Balassoni
Selma Lesser
Esther Rosengreen
Lucy Tichenor
Mabelle Wood
Lewis Bayarsky
Charles Dolensky
Isidore Feldman
James Garrick
James Goodhope
Frank Heintz

Frederick Hoffman
William A. Kahn
John Kostyk
George Lynch
Frederick N. McLellan
Patrick Prevete
David Retzker
Hyman Rubenstein
Benjamin Sestile
Solomon Wentnick
William Wyatt

The Eliza Mott Prize, for Improvement in Character, was awarded to William Wyatt

The Norbury Centennial Prize was awarded to Marie Balassoni.



New Wood-Working Machines. Carpenter Shop

The Alstyn Prize, for General Excellence in Character and Perseverance in Well-doing, was awarded to Solomon Wentnick.

The Demitt Prize, for Character and Scholarship, was awarded to James Garrick.

The Frizzell Prize, for Unremitting Effort and Successful Attainment, whether in Language Signs, Poetry, or studies embraced in the Intermediate Course, was awarded to Mabel Wood.

The Cary Testimonial, for Superiority in character and Scholarship, was awarded to Isidore Feldman.

The Dennistoun Prize, for Superiority in English Composition, was awarded to Frank Heintz.

The prize provided by the Manhattan Literary Association of Deaf-Mutes of New York City, to be conferred annually upon such pupil as shall have attained excellence in both the education and printing departments, was awarded to David Retzker.

The prize provided by the League of Elect Surds, the Fraternal Society of the Adult Deaf in the City of New York, to be conferred annually upon the graduate who, in the judgment of the Principal has made the best progress in all departments during the year, be awarded to George Lynch.

The Harriet Taber Memorial Prize, to be conferred annually upon the girl graduate who has shown the greatest improvement in the use of speech and speech reading, both in and out of school, be awarded to Esther Rosengreen.

The Class Ivy

THE CLASS IVY at Fanwood was dedicated on Thursday afternoon, June 9th, at three o'clock.

The graduates filed into Principal Gardner's office to receive greetings and a few words of advice at the farewell period of their instruction at Fanwood. As the ivy procession emerged from the entrance to the Main Building, the Battalion, which was lined up on the terrace, at the command of Captain Altenderfer, came to "Present Arms."

Led by the Band and Battalion, under the command of Major Van Tassell, the Class of 1927, led by Principal Gardner and Dr. Fox, followed by the teachers in line of twos, marched to the west side of the Main Building, where the speeches and ceremonies took place.

The Ivy Oration was delivered by David Retzker. Miss Lucy Tichenor was the standard bearer, and the committee comprised Dr. Fox, Esther Rosengreen and Isidore Feldman.

IVY ORATION.

Dear Principal, Teachers, Officers, Members of the Graduating Class and Fellow Pupils :

We have assembled here to set out an ivy plant for the graduating class of 1927. The plant will remain as a remembrance of our Alma Mater for years, also as an encouragement for us to strive for success in life. We cannot tell whether the plant will live long or not. Of course we are pleased to have finished our school life and are proud that we have a good education and a trade.

When we enter the world after school we may be afraid of the unknown before us, for we must expect to meet as much pain as pleasure in trying to win our way by our own efforts.

We must remember our class motto, "Courage," which means we can never fail if we have courage—but we can never win without it.

Let us work to bring honor and glory to dear old Fanwood, our beloved Alma Mater.

We bid you all farewell.

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Denver Delegates Notice

Delegates and visitors going to the Denver Convention from New England and New York will have special Pullman car to themselves on "Number 41" of the New York Central Lines, leaving New York City on Friday, July 8th at One P.M., (and Boston 10.15 A.M. Connecticut at Albany at 4.17 P.M.) with the delegates from New York City.

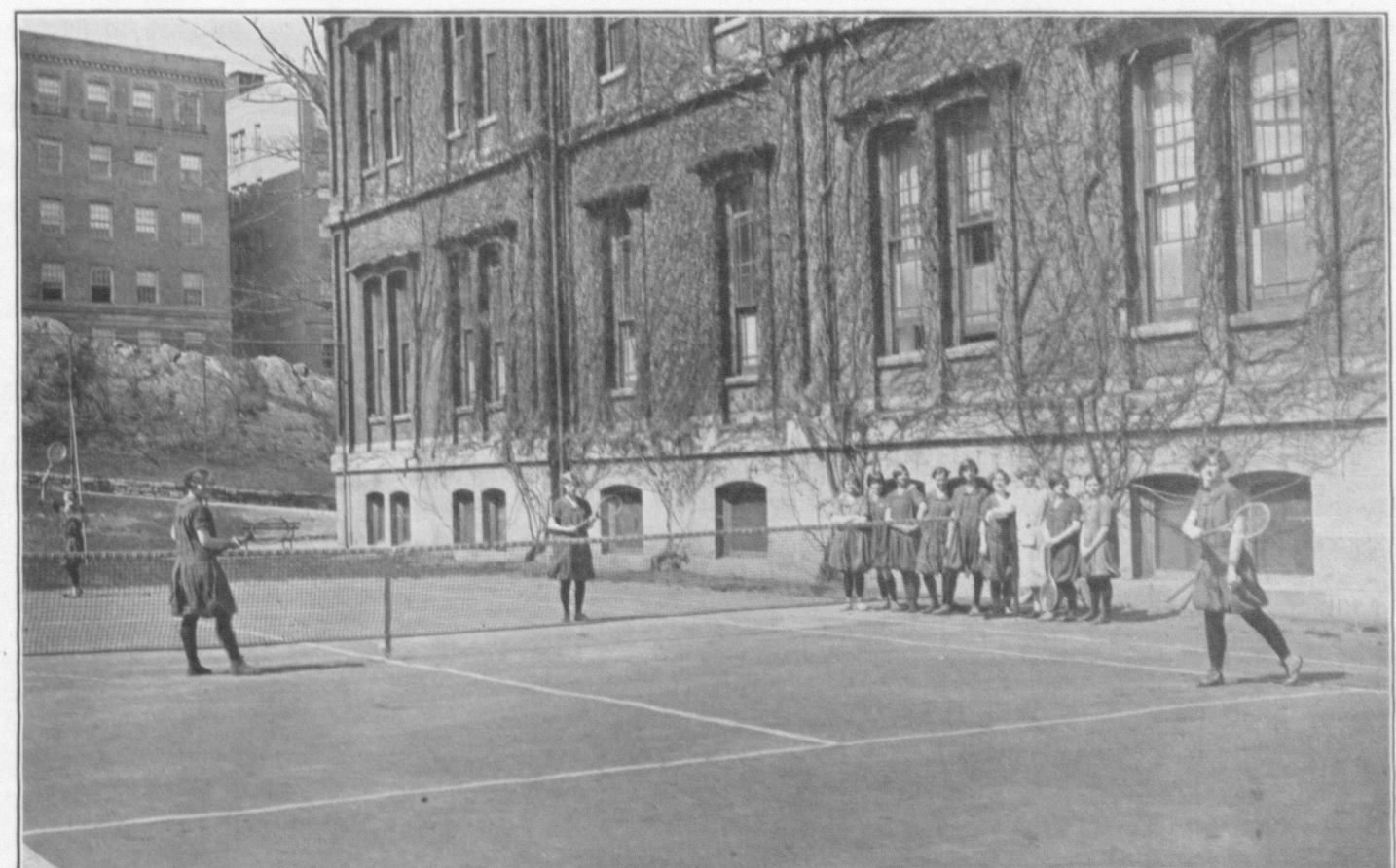
In New England, this train will pick up the delegates from Worcester, Springfield and Pittsfield, with connections from other points where delegates will start, and the train stops at Schenectady, Utica, Syracuse, Rochester, Buffalo, Cleveland and Toledo.

One special Pullman has been provided from New York, and bookings for berths in this car will be taken care of by Alexander L. Pach, 150 Broadway, New York.

Time given is Standard Time. For Daylight Saving, add one hour.



Barrager Athletic Association



On the Tennis Court

all. Every deaf person gets more or less into the habit of not trying to hear; he fails to attend to sounds. This tends to a further deterioration of his hearing. But an enjoyable loud sound, such as band music, furnishes him something he can hear more or less, and worth striving to get. He therefore attends to these sounds, and his hearing gradually improves.

A person may be equally deaf throughout his range of hearing, or he may have "islands of hearing," that is, there may be points in the musical scale where he hears fairly well, and other points where he hears very badly. Mr. Gardner states that their many years' experience in the use of music for the education of the deaf establishes the fact that it improves the hearing of those who are deaf over the entire range, and extends the "islands of hearing" for those whose deafness is of that variety.

How well do the boys play? There is but one legitimate criticism to be made against them. It is nearly impossible for them to refrain from playing very loud! In this way only can they hear the music. And he would be an ungracious critic indeed who would cavil at this under the circumstances. But they certainly do raise the roof. Their horns are battered and antiquated and

of the cheapest, yellowest brass, but they play their marches with a snap that would tempt a cigar-store Indian to fall into step. And they seem never able to get enough of their playing.

STARTED WITH MILITARY TRAINING

I am inclined to think they should learn to play the drums as well as anyone. They could probably do equally well on other percussive instruments of definite intonation such as the xylophone, the marimba and the orchestral bells. And I should hesitate to prophesy the limit of their possibilities on the piano, especially if they were equipped with ear tubes connected with a microphone attached to the piano sounding board. It would be very interesting to see just how far they could go in a musical way if they were equipped with plenty of really good instruments—drums, bugles, brass, xylophones and pianos.

The introduction of music into the Institution was more or less by accident. More than twenty years ago military training was introduced as a means of improving the carriage of the body and of remedying the shuffling of the feet by those who are totally deaf—they like the feel of it and do not hear the objectionable

record of winning every competition it has entered. Some time after the established of military training, a reviewing officer remarked during one of the reviews that "there was something lacking; there really should be some music to make sound it produces. The value of military training is evidenced by the fact that it has never been discontinued and by the battalion's it complete." The suggestion was not lost, and the Institution became the first in the world to utilize music in the education of the deaf, as it had theretofore been the first to employ military training. Both military training and music have since been quite widely adopted for use in similar institutions elsewhere.

The Code of a Gentleman

When George Washington was a school-boy he wrote in his exercise book a set of precepts regarding personal behavior that he learned by heart and took as his guide all through life. He called them "Rules of Civility and Decent Behavior in Company and Conversation."

Here are a few of the precepts of a great man and a cultured gentleman.

Every action in company ought to be with some sign of respect to those present.

Sleep not when others speak; sit not when others stand; speak not when you should hold your peace; walk not when others stop.

Show yourself not glad at the misfortune of another, though he were your enemy.

Play not the peacock, looking everywhere about you to see if you be well decked.

Associate yourself with men of good quality if you esteem your own reputation, for it is better to be alone than in bad company.

Let your recreations be manful.

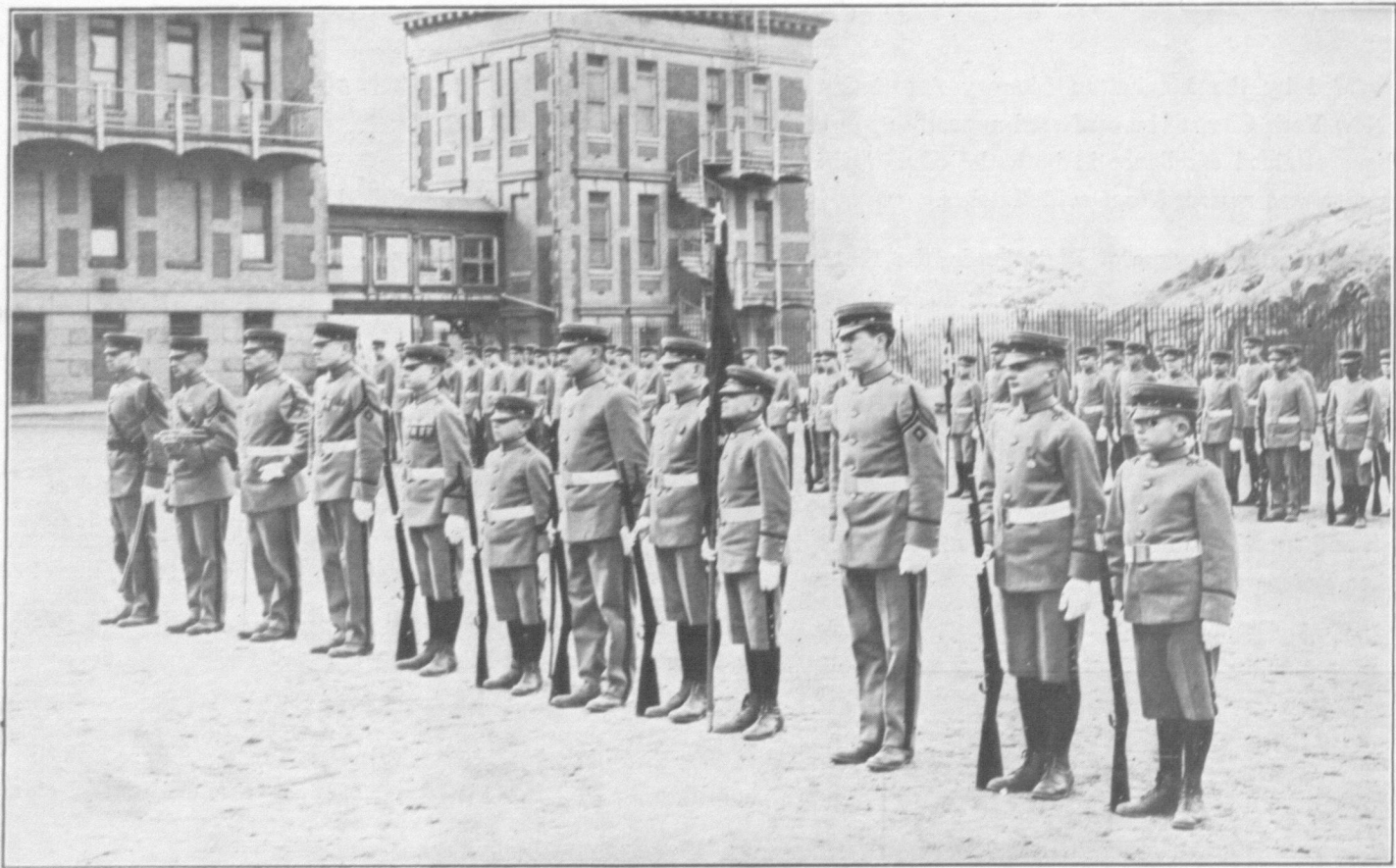
Labor to keep alive in your breast that little spark of celestial fire called conscience.

Happiness depends more upon the internal frame of a person's mind than on the external in the world.

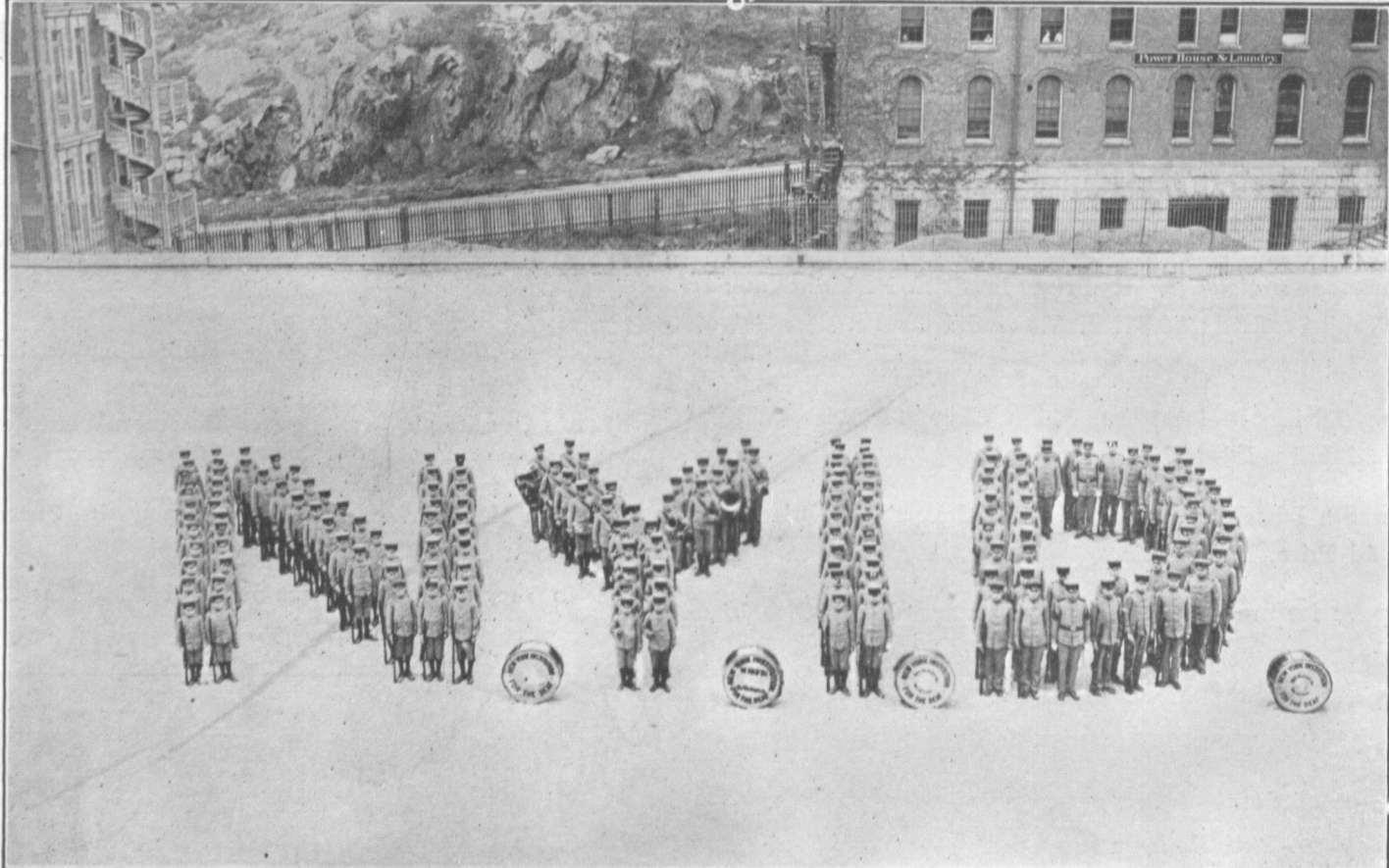
Superfluous compliments and all affectation of ceremony are to be avoided, yet, where due, they are not to be neglected.

Wherein you reprove another, be unblamable yourself. For example is more prevalent than precept.

Our sweetest joys are with sadness mingled.—*Corneille*.



The Medal Winners in the Military Competition



Cadets Forming the Institution Initials.

PROTESTANT-EPISCOPAL MISSIONS.

Dioceses of Washington, and the States of Virginia and West Virginia. Rev. Henry J. Pulver, General Missionary, Caton Avenue, Alexandria, Va.

Washington, D. C.—St. John's Parish Hall, 16th and H Streets, N. W. Services every Sunday, 11:15 A.M. Holy Communion, First Sunday of each month.

Richmond, Va.—St. Andrew's Church, Laurel and Beverley Streets. Service Second Sunday, 8 P.M. Bible Class, other Sundays, 11 A.M.

Norfolk, Va.—St. Luke's Church, Graby and Bute Streets. Services, Second Sunday, 10:30 A.M.

Wheeling, W. Va.—St. Elizabeth's Silent Mission, St. Matthew's Church. Services every Sunday, at 3:30 P.M.

Services by Appointment:—Virginia: Lynchburg, Roanoke, Newport News, and Staunton, West Virginia: Parkersburg, Huntington, Charleston, Clarksburg, Fairmont and Romney.

DIOCESE OF MARYLAND

Rev. O. J. WHILDEN, General Missionary, 605 Wilson Avenue, Roland Park, Baltimore, Md.
Baltimore—Grace Mission, Grace and St. Peter's Church, Park Ave., Monument St.

SERVICES

First Sunday, Holy Communion and Sermon, 3:15 P.M.
Second Sunday, Evening Prayer and Address, 3:15 P.M.
Third Sunday, Evening Prayer and Sermon, 3:15 P.M.
Fourth Sunday, Litany, or Ante-Communion and Sermon, 3:15 P.M.
Fifth Sunday, Ante-Communion and Catechism, 3:15 P.M.
Bible Class Meetings, every Sunday except the First, 4:30 P.M.
Guild and other Meetings, every Friday, except during July and August, 8 P.M.
Frederick—St. Paul's Mission, All Saints Church, Second Sunday, 11 A.M.
Hagerstown—St. Thomas' Mission, St. John's Church, Second Sunday, 8 P.M.
Cumberland—St. Timothy's Mission, Emmanuel Church, Second Monday, 8 P.M.
Other Places by Appointments.

ST. MATTHEW'S LUTHERAN MISSION FOR THE DEAF.

SERVICES every Sunday at 3 o'clock in the church on South 9th Street, between Driggs Avenue and Roebing Street, Brooklyn. The Church is located near the Plaza of the Williamsburg Bridge.
Meeting of the class at the Parish House of St. Matthew's Church on 145th and Convent Avenue, every Friday night from 6:30 to 8 P.M. Assembly room on the third floor of Parish House.

RELIGIOUS NOTICE

Baptist Evangelist to the Deaf. Will answer all calls.
J. W. MICHAELS,
Mountainburg,
Ark.

PACIFIC NORTHWEST SERVICES.

REV. OLOF HANSON, Missionary.
Seattle—First and third Sunday at St. Mark's, 3 P.M.
Vancouver and Portland—June 12th.

PROTECTION

Your boy or girl, (if over 10 years old and in good health) can now obtain Life Insurance in this Company.

You will be surprised to know how little it costs and how much it is going to mean to him or her later on.

Start your child on the sure road to Thrift. He or she will eventually have the same need for life insurance protection that you have.

NOTE: Deaf-mutes also have the privilege of insuring in this Company at same rates as to hearing persons.

MARCUS L. KENNER

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NEW ENGLAND MUTUAL LIFE INSURANCE CO.

Office:— 100 West 21st Street, N. Y.

Residence:— 200 West 111th Street, N. Y.

Come One Come All

HAPPY HOUR SOCIAL

to be given by the
Lutheran Guild for the Deaf

For the benefit of St. Matthew's Lutheran Church Building Fund

IMMANUEL HALL

177 South 9th Street, Brooklyn, N. Y.

Saturday Evening, June 18, 1927

New Games Offered. Excellent Prizes Given

Admission - 35 Cents
Including refreshments and novelties

COMMITTEE

Walter Weinstein, Chairman; C. Petersen, Ben Ash, Ehrich Berg, K. Christgau, C. Hagerman, Mrs. C. Berg, John Nesgood.
Directions—Take Canarsie or Jamaica train, get off at Marcy Ave. Station, then walk down two blocks to Driggs Avenue near Plaza of Williamsburg Bridge.

RESERVED

November 19, 1927

MANHATTAN DIVISION, NO. 87
N. F. S. D.

(Particulars later)

Harlem Club of the Colored Deaf

215 West 133d St., New York City.

The object of the club is to promote its Social and intellectual advancement of the colored deaf.

Club room open every Saturday and Sunday nights. Regular meetings on the first Saturday of each month at 8 P.M. Visitors are welcome to the Harlem Silent Club. Clarence Basden, President; Willie Hill, Secretary 220 Chauncey St., Brooklyn, N. Y.



ROOM 307-8, 81 W. VAN BUREN STREET, CHICAGO

Out-of-town Visitors are welcome to visit America's Deaf-Mute Premier Club. Stated Meetings First Saturdays

Chester C. Codman, President
Frank A. Johnson, acting President
Mrs. Wm. McGann, Secretary
816 Edgecomb Place

Literary Circle Fourth Saturdays

Entertainments, Socials, Receptions
Second and Third Saturdays

Address all communications in care of the Club. Rooms open: Thursdays, Saturdays and Sundays.

Albert Kroekel (deaf-mute)
703 Campe St., Egg Harbor City, N. J.

Maker of Flower Badges, Hanging Baskets, Fancy Centerpieces in All Colors and Picture Frames, Scroll Sawing, Fine Work, Reasonable Prices.
Call and See or Order by mail.

Old Witch & Hallowe'en Dance

under auspices of

Bronx Division No. 92
N. F. S. D.

to be held at

D. S. TURN HALL
412 East 158th Street
Bronx, N. Y.

Saturday Evening, October 29, 1927

Refreshments and prizes

Tickets - - - 50 cents

Directions—Take Lexington or 7th Ave. Subway to East 140th St. Transfer to 3d Ave. Elevated and get off at East 156th St. Walk two blocks north and two blocks west.

Many Reasons Why You Should Be a Frat

BROOKLYN DIVISION, No. 23, N. F. S. D., meets in Brooklyn, N. Y., on the first Saturday on each month. We offer exceptional provisions in the way of Life Insurance and Sick Benefits and unusual social advantages. If interested write B. FRIEDWALD, Secretary, 43 Parkville Avenue, Brooklyn, N. Y.

Manhattan Division, No. 87
NATIONAL FRATERNAL SOCIETY of the Deaf, meets at the Deaf-Mutes Union League, 143 West 125th Street, New York City, first Monday of each month. For information, write the Secretary, Max M. Lubin, 22 Post Avenue, Inwood, New York.

Bronx Division, No. 92, N. F. S. D.
The value of Life Insurance is the best proposition in life. Ages limited from 18 to 55 years. No red tape.
Meets at Vasa Castle Hall, 149th Street and Walton Avenue, every first Monday of the month.
If interested, write for information to division secretary, Albert Lazar, 644 Riverside Drive, New York City.

Hebrew Association of the Deaf, Inc.
Room 403—117 West 46th St., New York

OBJECTS:—To unite all deaf people of the Jewish faith; to promote their religious, social and intellectual advancement and to give aid in time of need. Meets on third Sunday of each month. Room open Wednesday and Friday nights, and Sunday, all day. Sol Garson, President; Alfred Ederheimer, Secretary, 107 Eighth Ave., New York City.

Deaf-Mutes' Union League, Inc.,
143 West 125th St., New York City.

Club Rooms open the year round. Regular meetings on Second Thursdays of each month, at 8:15 P.M. Visitors coming from a distance of over twenty-five miles welcome. Marcus L. Kenner President; Anthony Capelle, Secretary, 143 West 125th Street, New York City.

Evangelical Association of the Deaf
A UNION CHURCH FOR ALL THE DEAF.
LOS ANGELES, CALIFORNIA.
Rev. Clarence E. Webb, Minister. Prof. J. A. Kennedy, Assistant
Service and Sermon every Sunday 3 P.M. Congregational Church at 845 S. Hope St. Address all communications to the E. A. D., 3955 S. Hobart Boulevard, Los Angeles. A hearty welcome to all the deaf

Detroit Fraternal Club of the Deaf.
2254 Vermont Ave., Cor of Michigan.
Open Saturdays, Sundays and Holidays. Michigan Cars pass the doors. Membership open to Frats only. Visitors always welcome.
Headquarters for Frats stopping in the city, on the way to Denver.

This Space Reserved
DETROIT CHAPTER, M. A. D.
November 12, 1927.

National Fraternal Society of the Deaf

Official Special Train

TO THE
DENVER CONVENTION—1927

GOING (SCHEDULE "A")			
Lv. Chicago	2:00 am.	Colo. and Sou. Ry.	July 9
Ar. Denver	6:30 am.	Burlington Route	July 11
RETURNING (SCHEDULE "B")			
Lv. Denver	2:00 am.	Colo. and Sou. Ry.	July 16
Ar. Colorado Springs 5:30 am.	Colo. and Sou. Ry.	July 15	
(Sleepers parked for occupancy at Denver at 10:00 p. m., July 15 and may be occupied until 7:00 a. m., at Colorado Springs)			
Lv. Colorado Springs 6:30 pm.	Colo. and Sou. Ry.	July 16	
Ar. Denver	8:50 pm.	Colo. and Sou. Ry.	July 16
Lv. Denver	11:30 pm.	Burlington Route	July 16
Ar. Chicago	7:00 am.	Burlington Route	July 18
RETURNING (SCHEDULE "C")			
Lv. Denver	11:30 pm.	Burlington Route	July 15
Ar. Chicago	7:00 am.	Burlington Route	July 17
PULLMAN FARES: Lower Upper Compartment Drawing Room			
Chicago to Denver	\$10.88	\$8.70	\$30.75
Chicago to Chicago	\$13.38	\$10.70	\$37.75
Denver to Chicago (Schedule B)	\$10.88	\$8.70	\$30.75
Denver to Chicago (Schedule C)	\$10.88	\$8.70	\$30.75

Returning via Schedule "B," N. F. S. D. special will make a one-day side trip to Colorado Springs. Auto trips to Pikes Peak, Garden of the Gods, etc., have been arranged. Expense, including breakfast and luncheon, automobile trips, etc., while at Colorado Springs, \$11.85 per person.
Schedule "C" has been arranged for those who do not desire to include Colorado Springs, but who must return immediately following the close of the convention. For reservations, write your Division Secretary. State your preference of route B or C, returning. Do it now, please! Further information may be had from the undersigned.

J. R. VAN DYKE
General Agent Passenger Department, C. B. & Q. R. R.
179 W. Jackson Boulevard, Chicago

\$30 IN PRIZES FOR BOWLING \$30

PICNIC, GAMES AND BEAUTY CONTEST

Bronx Division No. 92, N. F. S. D.

at
HOFFMAN'S CASINO
Corner Havemeyer and Haviland Avenues
Unionport, Bronx, N. Y.

Saturday afternoon and evening, July 23, 1927

Music Par Excellence Admission, 50 Cents
SPECIAL—Games and Prizes for the Children—SPECIAL

BEAUTY CONTEST

Three Silver Loving Cups to the Most Voted Beauty.
Two Silver Loving Cups to the Best Waltz Dancers.

JOSEPH GRAHAM, chairman. ALBERT LAZAR, secretary.
MATTHEW BLAKE, vice-chairman. FRED BERGER, treasurer.

Directions—Take Lexington Ave or 7th Ave. Subway to 177th St. Station and take trolley marked "Unionport." Get off at Havemeyer and Haviland Avenues, thence to the Casino.